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ABSTRACT

Project PRIDE (Probe, Research, Inquire, Discover, and Evaluate) is evaluated in this report to provide data to be used as a learning tool for project staff and student participants. Major objectives of the project are to provide an inter-disciplinary, objective approach to the study of the American heritage, and to incorporate methods and procedures in the high school program to provide a more individualized approach to the learning process. Instruments and methods with which to evaluate objectives included the Watson-Glaser Critical Thinking Appraisal (CTA); pre-post tests and questionnaires; random samples of students; subjective evaluations of teachers and students; and outside observer reports. The instruments measured the extent to which students: 1) discussed and analyzed the interrelationship of the elements that make up a culture; 2) demonstrated an appreciation of the multi-disciplinary approach to human problems; and 3) recognized the reciprocal relationship between the humanities and the social sciences in the context of a culture; and other objectives. The extensive evaluation section, based on how well each objective was fulfilled, is stated in positive and negative terms. For example, although objective 1 (above) was effectively achieved when measured by comparative random samples of students by units, findings from CTA pre-post testings were shown to be statistically significant in a negative direction. (SJM)

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Project Pride

Evaluation Report

for

Mr. Chester Merrifield
State Coordinator Title III

and

Mr. Don E. Coates
Superintendent of Schools
Orono, Maine

SP 006 060

by

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Project Teacher

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Evaluation Consultant

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Project Director

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Introduction

This report is an attempt to provide an audit for Project Pride, Orono High School, Orono, Maine, an ESEA Title III Project. The results of this report are to be used further as a learning tool for the project staff and student participants. All students in the eleventh grade at Orono High School participated in the project. The overall objectives of this project are to "Probe, Research, Inquire, Discover, and Evaluate." The question "What is an American?" involves the students, teachers, faculty and community in a multi-disciplinary, inter-disciplinary approach to learning. The two basic goals of Project Pride are:

1. To provide an inter-disciplinary, multi-disciplinary approach to the study of the American heritage.
2. To incorporate methods and procedures in the high school program to provide a more individualized approach to the learning process.

The remainder of this report includes the following sections:

I. Origianl Evaluation Proposal, September, 1971.

II. Project Objectives, including instrumentation and methodology with which to evaluate said objectives.

III. Evaluation Design.

IV. Analysis of the Watson-Glaser Critical Thinking Appraisal (CTA)
   A. September - June 1971-1972
   B. Comparison with 1970-1971

V. Unit Development and Data
   A. Development of Unit Presentations

B. Pre and Post Test Data from Fall Semester
C. Student Understanding and Development of Project concepts
1. Random sample of students by Units.

VI. Pre and Post Questionnaire Results (September-June)
A. Purpose
B. Multiple Choice
C. Free Response

VII. Outside Observers Reports
A. William J. Ostapchuk
B. Walter T. Ruark
C. Robert E. Ireland
D. Conclusions

VIII. Subjective evaluations of students and teachers
A. Mrs. Marilyn Jennewein and Students
B. Mr. Daniel W. Soule and Students
C. Dissemination

IX. Conclusions and Recommendations

I. Evaluation Proposal for Project Pride American Studies, September, 1971.

A. Purpose:
To provide data to be used by project personnel for evaluation of the project and to be used further as a learning tool for the project staff and student participants.

B. Methodology:
1. Administer - Watson-Glaser Critical Thinking Appraisal (CTA): once at the beginning of the school year and again at the end of the school year.
2. Administer - Questionnaires to Students, Parents, and Faculty on matters of concern in the program.
3. Administer - A series of teacher-made pre and post tests dealing with the minimum required material of the program, facts and concepts.
4. Observations - Written report of observations made by outside observers.

C. Personnel:
1. Gerald G. Work, Associate Professor of Education, University of Maine.
Analysis of Watson-Glaser tests and Consultant to project on methods of assembling and analyzing evaluation data.
2. Robert E. Ireland, Candidate for Ph.D. in History, University of Maine.
Assist project staff in preparing and evaluating series of pre-tests, post-tests on program content.
3. William J. Ostapchuk and Walter T. Ruark, both candidates for Ph.D. in Social Studies Education.
Outside observers.
4. Staff of Project.

D. Analysis:
The staff and consultants with the help of Dr. Work will analyze this combination of standardized instruments, teacher-made tests, and subjective evaluations in light of the project's stated objectives.

E. Costs:

Stipends for Consultants	$1000.00
Stipends for Observers	200.00
Writing of Final Report	300.00
Materials	100.00
	$1600.00

F. Final Report:
A reserach report will be completed and submitted by the end of June, 1972. The report will follow standard report procedures.

II. Objectives, including annotation as to instrumentation and methodology with which to evaluate said objectives.

These are the formally stated objectives of Project Pride:

A. To enable the participants to deal objectively with materials, to eliminate propaganda, and to arrive at logical conclusions and opinions.

1. By the end of the course the student will be able to discuss and analyze, both orally and in writing, the diversity and inter-relationship of the elements which make up a culture.

The analysis of the objective will be by:

a. The Watson-Glaser Critical Thinking Appraisal (CTA)
b. The pre-post tests of the fall semester
c. Random sample of students by units
d. Questionnaire results

2. By the end of the course the student will demonstrate an appreciation of the multi-disciplinary, inter-disciplinary approach to human problems. He will be able to develop and defend the approach, as compared to a traditional one, as he uses it in a new context, different from a class exercise.

Analysis of the objective will be by:

a. Reports of outside observers
b. Subjective evaluations of teachers and students

3. By the end of the course the student will recognize the reciprocal relationship between the humanities and the social sciences in the context of a culture. He will be able to deduce at least three effects of cultural tradition on a socio-economic-political structure and he will be able to defend his hypothesis with reference to the present American situation.

The analysis of this objective will be by:

a. Pre-post test data from fall semester
b. Random sample of students by units
c. Pre-post (September-June) questionnaire results, multiple choice, and free response
d. Subjective evaluations by student and teachers

4. By the end of the course the student will develop a tolerance of other people, ideas and opinions because of increased understanding, knowledge, and the process of dealing with "open-ended" questions. This development will be demonstrated by a significant positive change in a pre-test and posttest evaluation.

The analysis of this objective will be by:
- a. Watson-Glaser Critical Thinking Appraisal (CTA)
- b. Development of unit presentations
- c. Pre-test data from fall semester
- d. Random sample of students by units
- e. Pre-post questionnaire results, multiple choice, and free response
- f. Subject evaluations by students and teachers

B. To change the roles and relationships of the participants in the learning process.

1. By the end of the course the student will assume responsibility for his own learning as he initiates, plans, directs and evaluates at least one learning experience by himself. With the teacher as motivating resource consultant, the student will show a significant increase on a self-concept attitude inventory toward self-direction, responsibility, initiative, etc.

The analysis of this objective will be by:
- a. Watson-Glaser instrument
- b. Development of unti presentation
- c. Random sample of students by units
- d. Pre-post questionnaire results, multiple choice, and free responses
- e. Outside observers reports
- f. Subjective evaluation by students and teachers

C. To promote human relations and understanding in group and individual experiences through group dynamics (students, peers, teacher-student, student-student).

1. By the end of the course the student will develop an awareness of group and interpersonal relations. Through utilization of the small group he will establish and complete a group-selected learning experience. This development will be exhibited by the group identification of

a problem, suggestion of alternative solutions, and the selection of the procedure necessary to solve it.

The analysis of this objective will be by:
a. Development of unti presentations
b. Random sample of students by units
c. Pre-post questionnaire results, multiple choice and free response
d. Reports of outside observers
e. Subjective evaluations of students and teachers

2. During the course the teacher will re-learn his role and will assume responsibility for motivating and consulting as a catalytic resource agent to the student in a non-directive environment focused on the individual students and their interests. Teachers will be held accountable for the same objectives as the student and will be able verbally to demonstrate and support with at least one specific example for each student how learning has been individualized and based on the student's interests. The teachers will show a significant shift from a traditional role to that of a learning facilitator on an appropriate classroom evaluation instrument.

The analysis of this objective will be by:
a. Reports of outside observers
b. Subjective evaluations of students and teachers

D. To disseminate this approach to other faculty members, the community, and to other school systems.

1. Throughout the course, as a result of intraschool dissemination, the faculty of Orono High School will demonstrate an awareness of the validity of the inter-disciplinary, multi-disciplinary approach to learning. Success will be measured by the proposal and/or adoption of at least one similar program in the school during the school years 1971-72 and 1972-73.

2. Throughout the course the community will demonstrate an awareness of the progress of the project and the nature of the inter-disciplinary, multi-disciplinary approach to learning. Information will

be disseminated through newsletters to parents and community leaders and through the activities of the advisory committee. Success will be measured in the community visitation questionnaires to visitors. Descriptions of observations will be made part of the project evaluation.

3. Throughout the course other school systems will demonstrate an awareness of the project and the nature of the inter-disciplinary, multi-disciplinary approach to learning. Through the activities of the advisory committee and the project staff relaeses to the new media, a descriptive booklet, and other appropriate materials will be disseminated. Success will be measured by the visitations and from subsequent questionnaires to representatives of other school systems.

The analysis of this objective will be by:

a. Subjective evaluations of students and teachers
b. Statement of project director

All of the instruments used are available on request from the Project Director.

III. Evaluation Design

The evaluation design for Project Pride for the 1971-72 academic year makes use of two types of data: intellective and non-intellective. The intellective analysis dealt with cognitive and/or achievement instruments, all of which were teacher-made instruments. Data for this area were collected prior to, during, and after each of the units covered throughout the year. Students and teachers received constant feedback on their progress, and, consequently, were able to make needed adjustments and changes from unit to unit.

The non-intellective area, dealing with attitudes, was composed of teacher-made instruments and a standardized test (Watson-Glaser Critical Thinking Appraisal, CTA). The CTA was administered the previous year so that appropriate comparisons have been made.

In addition to the above, collected by project personnel, two outside observers' reports provided another source of information. These reports contained observation results and questionnaire response results.

The evaluation design also has taken into account pre-post comparisons and developmental comparisons over selected units using both intellective and non-intellective data. With the exception of

the CTA which has been analyzed by analysis of variance technique, descriptive statistics have been used. Inferential techniques would appear to be inappropriate for the teacher-made instruments based on the relative uncertainty of validity and reliability.

However, the total design does have the following strengths:

1. a wide variety of samples of behavior
2. inclusion of both intellective and non-intellective data
3. pre and post comparisons
4. comparable developmental data
5. teacher-made instruments specific to the project

IV. Watson-Glaser Critical Thinking Appraisal (CTA):

The CTA was the only standardized instrument included within the battery of evaluative instruments. Basic to the objectives of Project Pride was the development and use of critical thinking, that process which includes the following:

1. the ability to define a problem
2. the ability to select pertinent information for the solution of a problem
3. the ability to recognize stated and unstated assumptions
4. the ability to formulate and select relevant and promising hypotheses
5. the ability to draw conclusions and to judge the validity of inferences

Based on the above, the CTA, although not directly linked to the specific objectives, is a major component of most of the objectives for Project Pride. For the preceding and the fact that it is a parsimonious instrument -- most for the least -- it was retained from the first year's operation. The analysis of the CTA was twofold: a. pre and post analysis for the past academic year, 1971-72; and b. comparison with the results of the past year.

All analyses were performed on the IBM 360 computer at the University of Maine, Orono, Maine; .05 level of significance was used for all statistical tests.

A. Pre and post analysis for the 1971-72 academic year. The statistic selected for the pre-post analysis was a "t" test with paired observations. The following table presents the results:

CTA Pre-Post Analysis (N = 83)

Mean and SD	Mean Diff.	df	t
Pre (Sept.)			
M=64.17			
SD=10.65			
	1.6746	82	1.814*
Post (May)			
M=62.30			
SD=11.98			

*p .05

There was a statistically significant difference between the pre and post-test means. The September mean was the larger, indicating a decrease over the academic year. A comparison of standard deviations for the pre and post-testings indicated that the group was more heterogeneous at the close of the academic year.

A number of clnclusions are suggested:

1. Based on a comparison with the normative sample for the CTA, Project Pride participants were well within the range for eleventh graders.

2. The statistically significant difference in the opposite direction from that predicted can be partially explained by the negative attitudinal set developed by the students toward formalized evaluation procedures.

B. Comparison between 1970-71 and 1971-72, Project Pride participants. The CTA was the only standardized instrument used for both years of Project Pride. As such, it provides for yearly comparisons. Therefore, the following analysis deals with such a comparison. An analysis of covariance with unequal numbers was used. That is, the results of 1970-71 were compared with the results of 1971-72 to determine whether there was a statistical difference between the gain or decrease in each of the two years. The following table provides the results:

CTA Analysis of Variance for 1970-71 and 1971-72

	sum of squares	df	mean square	f
A (1970-71/1971-72)	578.66	1	578.66	8.26*
Error	10711.40	153	70.01	

*p .01 ($F_{.991,120}=6.85$)

In order to determine which year evidenced the most significant gain or loss, the means for both years are presented below:

	Pre	Post	Diff.
1970-71	62.11	64.19	2.08
1971-72	64.17	62.30	1.87

The following conclusions are in order:

1. The statistically significant difference between the two years occurred by other than chance.
2. The 1970-71 results were in the predicted direction; the 1971-72 results were in the opposite direction -- a decrease rather than increase. The 1971-72 Project Pride partifipants appear to have made known their antipathy toward an abundance of formalized evaluation procedures.
3. For both years, results were within the range provided for eleventh graders based on norms from the CTA Manual.

V. Unit Development and Data:

A. Development of Unit Presentations. In the fall semester, initial evaluation of student progress was based upon two elements, individual involvement in the learning process (measured by the fulfillment of individual unit objectives), and comprehension of American Studies content and methodology (expressed in related pre-post test performances). The presentation of material by teachers and visitors was developed as common minimum content in multi-disciplinary, inter-disciplinary overviews to themes in the American heritage.

These presentations were modified in response to the pre-test and the content and concept evaluated in the post-test. The class instrument was meant to evaluate, through a pre-post-test procedure, the knowledge gained from overviews and teacher presentations. The evaluation of individual student's units of study was intended to serve as a periodic assessment of the student's competence in the use of the American Studies process in his own work. For a variety of reasons, however, the original system of evaluation did not prove effective.

This system of evaluation was used through three units of study, and the pre-test for the

fourth unit of study was administered. Little effort was made in completing the pre-tests. The fourth pre-test was not even completed by a majority of the students. There was confusion on the part of the students in correlating the common-minimum content (that to be evaluated by the class instrument) and their own individual areas of study. A further explanation of the difficulties encountered and the remedies suggested is offered below under Section VB, pre and post data for the three units.

After the results of pre-test four were found to be largely invalid, the system was discarded and replaced with a new process of presentations and evaluations. The new process involved the discontinuing of formal pre-testing and post-testing and the institution of frequent short quizzes designed: a. to provide for immediate evaluation and remediations of student comprehension of presented material; b. to force students to become more responsible for and responsive to staff presentations; and c. to condense the common-minimal content in time so that when accomplished the student could pursue his own unit objectives without these content evaluations "hanging over him." This policy very quickly proved to be a mistake. Increased emphasis

on testing only aggravated an already unfavorable student-teacher relationship, and seriously weakened the individualized aspect of the program. Therefore, after a brief but unsuccessful attempt to implement this second system, a third and final method of presentation and evaluation was settled upon.

The final procedure consisted of an initial introduction of the theme to be studied, the discussion of various aspects of the theme in small groups (to serve as a pre-assessment of interests and needs), and the presentation of materials by teachers to small class units. After this common-minimum was accomplished the students were further divided into small groups (average size 10). The groups were selected by lot (unit 5) and choice (unit 6). Within these small groups the students pursued both group and individual objectives.

The evaluation of the final procedure consisted of three elements, a comprehensive post-test, an assessment by student and teacher of individual work on each unit, and a group self-assessment of its effectiveness in meeting the objectives of the unit. These forms of evaluation proved to be considerably more effective and much better received by the students. Results of this

final method of evaluation are included below in Section VC.

B. Pre-post tests:

1. Pre and post tests were divised in order to evaluate the students' progress in meeting the process objective of analyzing America's heritage by means of an inter-disciplinary, multi-disciplinary approach (objectives IA, B, C, D). The instrument selected for this purpose was designed to measure growth on two basic levels which, when evaluated, would provide the teacher with an indication not only of the students' program, but of the relative success of the unit then under study. The first level of evaluation was that of minimum content to be expected of an American Studies examination of the unit. Involved in this section of the pre and post test were objective questions dealing with specific works of art, music, etc., as they related to the unit.

The second level of evaluation was directed at the development of student conceptualization of the American Studies approach and methodology. Generally this aspect of the instrument was subjective in nature and was designed to elecit responses that would indicate the student's understanding and use of the con-

cept of American Studies.

2. Results: The results of the pre-post-test instrument may be obtained from the following chart:

	Minimum content (objective)	Conceptualization (subjective)
a. Pre-test #1	36% correct (102 responses)	*61% displayed fair to excellent comprehension
Post-test #1	52% correct (92 responses)	*54% displayed fair to excellent comprehension
b. Pre-test #2	40% correct (98 responses)	29% High 37% Minimal Low 35.0%
Post-test #2	60% correct (93 responses)	28% High 63% Minimal Low 9.0%
c. Pre-test #3	41% correct (99 responses)	7% High 34% Minimal Low 63%
Post-test #3	60% correct (98 responses)	26% High 63% Minimal Low 11%

*Method of evaluation changed after this test.

Based on the above figures and other additional information provided on each pre-test, and pre-post-test report*, the following comments were made by staff members and advisors.

1. A consistently low percentile score on post-test minimum content evaluation indicated that an understanding of the basic American Studies content was not being demonstrated.

2. Significantly large numbers of students

*Results of which may be obtained from Project Director.

(in some cases as high as 27%) refused to apply themselves to the pre-test conceptualization section, generally arguing that "It doesn't really count, so why do it."

3. Due to the individual nature of each student's own unit, the series of minimum content questions was not always applicable to the learning experience of that student.

4. In addition, and related to (c) above, a tendency developed toward the traditional study-for-the-exam syndrome, thus obscuring the individualized objective of the program.

3. Revision of procedure:

Faced with the above problems, it was decided that a major shift in evaluation procedure should take place. It was agreed, however, that the objectives of the new instrument must be in keeping with the over-all objectives of the program (i.e., especially Ia, b, c, d). In order to to this, it was suggested that:

a. The pre-test instrument be discontinued since poor student attitude had rendered it largely invalid.

b. The evaluation policy be directed toward shorter, but more frequent, "spot checks" in order to de-emphasize the significance of

test response and grade.

c. The adopted substitute should reflect a closer connection with the individual's unit of study (preferably with items composed by the student's own teacher for that unit).

d. In conjunction with the above, the student be individually counseled to establish his or her particular weakness as displayed in the evaluation instrument.

C. Student Understanding Development of Project Concept:

1. A comparison was made of students' critical attitude and resource development and presentation between three different individualized units of study. In this comparison a random selection of 20% of the students involved in the program was used. Data is based on the narrative evaluations written by each student at the end of each of the selected unit. The three individualized units used for the comparison were as follows:

a. Rules and Regulations (Oct.-Dec., 1971)

b. Social Identity (March, 1972)

c. War and the American People (May-June, 1972)

2. Critical Attitude. This data dealt with the critical attitude of the selected students towards the understanding of the process of the American Studies Program and towards the acceptance of individual responsibility.

Table 1 Critical Attitude

	(Oct.-Dec.) (21) 1st. Rules and Regulations	(March) (18) 3rd. Social Identity	(May-June) (17) 6th. War
	Understanding Process	Understanding Process	Understanding Process
Positive	8	10	11
Negative	10	3	0
Neutral	3	5	6
	Responsibility for own Learning	Responsibility for own Learning	Responsibility for own Learning
Positive	4	3	10
Negative	15	11	3
Neutral	2	4	4

3. Resource Development and Presentation. This data dealt with the changes in use of traditional and non-traditional resources and methods of presenting materials during the course of the year as reflected in the 3 sample units of those randomly selected students.

Table 2 Resource Development and Presentation

1st.		3rd.		6th.	
Re-sources	Pre-sentation	Resources	Presentation	Re-sources	Pre-sentation
Traditional					
22	22	13	17	12	8
Non-traditional					
11	5	17	16	7	7

Conclusions for C.

1. This process seems to indicate in the variety of resources and methods used by students that there was an increased recognition and use of the diversity and inter-relationship of those elements which make up a culture (see Table 2).

2. A comparison between the 1st. and 3rd. units indicated that the students were able to use far more diversity and flexibility in the learning process (see Table 1).

3. The student over the course of the year was able to take more responsibility for his own learning (see Table 1).

4. Understanding process appeared to facilitate individual responsibility (see Table 1).

5. A significant shift of responsibility (negative to positive) occurred after a transition into smaller groups (6th unit, May, 1972, chosen by student, average class size 12) (see Table 1).

6. Supplementary staff comments:

   a. transition in 5th unit to small group efforts provided a more conclusive learning experience for 6th unit.

   b. students in smaller group could and presumably did share responsibility; those who did were more likely to express responsibility.

   c. students in smaller groups were less inhibited by class size in presentations or discussions.

VI. Pre and Post Questionnaire Results

A. In order to evaluate the success of Project Pride, objectives 2C and 3A, two student questionnaires were administered during the 1971-72 school year. The purposes of these questionnaires were as follows:

1. to determine student understanding of and attitudes towards the American Studies Program
2. to determine which areas of the American Studies Program are most or least relevant to student needs and interests
3. to determine those types of learning situations which are most conducive to student learning
4. to determine whether the students have achieved an understanding of the American Studies process

Comparable student questionnaires were administered in September and in June. The questions included both multiple choice and free response types. To encourage frankness on the part of the students, the questionnaires were answered anonymously.

B. Multiple Choice Questions

1. Multiple choice answers were used for three questions on each of the questionnaires. These questions concerned study attitudes towards: a. the study of history, b. the American Studies approach, and c. types of classroom activities. The final alternative for each of the multiple choice questions was designated as "Other" with

space provided for student responses to the question.

Table 1

	No. of Responses 1st. Questionnaire Sept.	2nd. Questionnaire June
1. Attitude towards History		
a. I like it very much	10	16
b. I do not like it	19	13
c. I am indifferent towards it	11	27
d. I have enjoyed it in the past but do not like it now	29	20
e. Comments:		
Like history (with qualifications)	7	18
Negative	20	5
2. Attitude towards American Studies		
a. I like it	2	14
b. I do not like it	36	17
c. I do not understand it	35	13
d. Am willing to give it a try	36	42
e. Comments:		
like with qualifications	2	14
like (but not being carried out)	4	5
dislike	6	5

Table 2

Type of Classroom Learning Situation

6/7	Choice 1st	Choice 2nd		
a. lecture	13	5	11	5
b. question-answer	1	5	1	7
c. small group	22	9	20	14
d. films & A/V	21	21	20	15
e. field trips	20	25	29	15
f. individual work	9	15	22	20
g. other	2	-	2	2

Conclusions for VI B, Tables 1 and 2

(Question 1)

1. Data shows a complete reversal in attitude toward the study of history from overwhelmingly negative to primarily positive.

(Question 2)

2. The data revealed an increased understanding of and the development of a positive attitude towards the American Studies approach.

(Question 6/7)

3. The field trip or outside-school activity remained the primary choice; however, it is suggested that the motivation for this preference may have changed from desire for released time to an appreciation of experiential learning.

(Question 6/7)

4. The data further evidenced a significant shift in perference from non-individual to individual learning experiences.

2. An additional ten multiple choice questions were administered in September and in June. This set of questions dealt with three areas:

a. American Studies resources (#1, 8, 9)

b. American Studies methodology (#5, 10)

c. Historiography (#2, 3, 4, 6, 7)

Table 3

Process and Methodology Evaluation

Question	% correct answers Sample(102) 1st pre-test	Sample(93) final eval.	change
1. primary sources	24.6	66.7	+42.1
2. fact vs. opinion	74.6	86.1	+11.5
3. objectivity in history	55.9	65.6	+ 9.7
4. determinism in history	51.0	54.9	+ 3.9
5. frame of reference	33.4	90.4	+57.0
6. synthesis in history	19.7	36.6	+16.9
7. objectivity in history	34.4	49.5	+15.1
8. inter-disciplinary resources	7.9	44.1	+36.2
9. inter-disciplinary resources	35.3	85.0	+49.7
10. American Studies unit process	13.8	36.6	+22.8
		Average Increase	26.5%

Conclusions for Part VI B, Table 3

1. Students displayed a significant increase in their understanding of the use of American Studies resources and methodology.

2. The results appeared to show the teachers' emphasis upon American Studies resources and methodology as opposed to historiography.

3. Moderate to minimal increases in the understanding of historiography were also evident.

C. Free Response Questions

Each of the questionnaires included five free response questions. These dealt with: 1. areas students preferred to study, 2. aspects of the program most disliked by students, 3. aspects of the program most liked by students, 4. student suggestions for improving the program, and 5. what students hoped to gain from American Studies.

Table 1 What particular areas of American History would you like/have liked to study this year?

		1st Quarter	2nd Quarter
a.	General History	12	5
b.	Social & Cultural History	12	3
c.	Political-Gov't.	11	2
d.	Contemporary	11	6
e.	Specific: War	18	22
	Indians	9	6
	Diplomatic		2
	Other	16	14
f.	Don't know, or care: no response	17	20

Table 2 What did you dislike most?

		1st Quarter	2nd Quarter
a.	confusing	24	20
b.	too much paperwork	14	4
c.	boring lectures	22	28
d.	slow start	15	9
e.	class size and attitude	11	8
f.	methods	15	12
g.	tests	-	13
h.	frequent changes	-	5
i.	desire for more individual work	7	-
j.	specific units: R & R	4	-
	Economy	-	2
	War	-	1

Table 3 What did you like best?

		1st Quarter	2nd Quarter
a.	ability to study on own	18	36
b.	none	20	1
c.	lectures	17	-
d.	outside speakers	4	-
e.	specific lectures	8	-
f.	resources	7	-
g.	American Studies approach	4	-
h.	Individual units: R & R	3	-
	P & D	-	2
	Economy	-	6
	War	-	12
i.	A/V, field trips, games	-	16
j.	methods	-	-
k.	small class	3	18
l.	no response - unsure	5	11

Table 4 What can be done to improve this program?

		1st Quarter	2nd Quarter
a.	lecture less	6	7
b.	lecture more	3	-
c.	revert to old method	10	8
d.	less paperwork, forms	7	5
e.	be specific about what is required	5	5
f.	too confusing, more organization	9	27
g.	more individual work	10	5
h.	smaller groups	6	12
i.	more films and field trips	4	5
j.	improve student attitudes	2	7
k.	nothing can be done	2	3
l.	don't know or no answer	12	11
m.	drop it	2	-
n.	divide into variety of approaches	2	9
o.	change teaching style and attitude	2	5
p.	omit test	-	6
q.	more restraints, deadlines, discipline	-	5
r.	need textbook	-	2

Table 5 What do you hope to gain/have gained in American Studies?

		1st Quarter	2nd Quarter
a.	more U.S. History (overview)	47	16
b.	more contemporary history	4	1
c.	necessary credit	17	-
d.	prepare for college (boards)	2	-
e.	understanding of culture	4	-
f.	understanding of self	3	-
g.	to follow individual interest	4	5
h.	critical thinking	2	1
i.	not sure, don't know	9	11
j.	not much, nothing	-	19
k.	educational trend and problems	-	11
l.	American Studies approach	-	9
m.	to study independently	-	19
n.	better understanding of people	-	4
o.	specific subject matter	-	7
p.	basic concepts (historical)	-	4

Conclusions for Section VI C

1. A change in preference was expressed from traditional history and government orientation to American Studies with its emphasis on multi and inter-disciplinary approaches. (See response on tables to questions 1a and c and 5a.)

2. Data revealed a significant increase in preference for individualized study as a result of exposure

to that learning mode. (See responses on tables to questions 2i, 3a, 4g, and 5n.)

3. In addition to responses to specific process and content questions, there appeared to be evidenced a positive attitude toward the American Studies approach by the close of the academic year. (See responses on tables to questions 3b, 5c, and 5l.)

VII. Reports of Outside Observers

A. Introduction. In compliance with the initial evaluation proposal, two outside observers were contracted to visit the project during the school year, make observations, and submit an evaluation report. A third outside observer report was submitted by our American Studies Consultant, who was concerned with developing and evaluating common-minimum American Studies content and method.

B. Conclusions of Outside Observers. These conclusions are a combination and condensation of the three reports. Some of the comments are common to all three, while others are not. These condensations are not in the words of the reporters. For that refer to the full reports, which are available from the Project Director.

1. Affirmative

a. There was a desire on the part of the staff to improve and strengthen the program. Also, the program was flexible enough to respond to a need to change.

b. A majority of students expressed positive attitudes toward the departure from the usual chronological handling of U.S. History.

c. There was an opportunity on help provided to allow each and every student to individualize his own learning experience.

d. The program provided a great variety of materials and resources.

e. The program has provided a multi-disciplinary inter-disciplinary approach to the study of the American heritage.

2. Negative

a. There was an observed absence of emphasis in classroom and individual units on the process of inquiry. Thus, while there was a multi-disciplinary, inter-disciplinary synthesis and presentation of material, the new tool was <u>not</u> introduced and utilized as evidence to test ideas.

b. The program did not utilize its resources as well as it might have.

c. The majority of teachers' and guests' presentations observed were lectures. This tended to be identified by students as the worst of traditional teaching (even though the students recognized that some meaningful information was therein contained) and as such "turned them off."

d. The "new" approach (program) was difficult for many students to deal with because:

1. They were unprepared with the skills of reading, thinking, and expression to deal with an individualized situation.

2. They were unable or unwilling to deal with the new experience.

3. There may not have been enough teacher guidance.

4. They were indifferent to this program or any education.

e. In the first semester, there was confusion and frustration on the part of the students because of the fact that their individualized units of study and the teachers' presentations did not coincide.

f. In the first semester, the students were frustrated and confused because their role in the program was not clear to them.

g. The individualized nature of the units of study in the first semester tended to make the learning "private" and did not allow a sharing of the experience.

h. There was throughout the program an expression on the part of students of pessimism. The program was not to them conducive to a good learning situation. When there is an objective to individualize instruction, teacher action must be commensurate with student needs. If there is not, if student pessimism exists, the objective cannot be met.

VIII. Subjective Evaluations of Students and Teachers.

A. Marilyn Jennewein - Project Teacher.

The following comments are based upon personal observations made during the 1971-1972 school year as a member of the Project Pride staff. Where applicable comparisons will be made between these and personal observations during the 1970-1971 school year and/or observations made to me by students.

1. The introduction to the course was far too lengthy and lacked sufficient motivational character. This is reflected in the fact that students considered the course dull, boring, and confusing. The introduction needs to prepare the student for both a new approach to learning and individualization. Perhaps this can be best accomplished by involving the students from the very beginning in planning their own units and their own objectives so that they can begin to work through a new approach and begin considering their own interests and needs.

2. A major problem during most of the year was the large group. This made teacher-student interaction extremely difficult, if not impossible. While the smaller group may have encouraged some students to lie back and ride along on the efforts of others, I think that overall the small group was the most successful means we utilized for

meeting the objectives of the course. Group interaction was required, and through this interaction students gained a broader and more inter-disciplinary view of those topics being studied. Furthermore, I believe the teacher found it easier to step out of his traditional role in this situation.

3. Negativism on the part of the students resulted from a number of causes. Already mentioned was the poor and lengthy introduction with its resultant boredom and confusion. Another cause of negativism was the fact that many students had a predetermined opinion of the course gained from discussing it with members of the previous year's class. Several students said to me, "I hated this class before I got here. I didn't stop to realize until about half way through that I really liked it. Other kids from last year told me how bad it was, and I believed them." I believe a third source of negativism lies in the fact that this individualization is a new and frightening experience to students who have spent ten years in a traditional classroom situation. This point will be further explained below.

4. It is impossible for the majority of students to accept responsibility for their own learning without careful and gradual guidance on the part

of the teacher. Students have never had this freedom before. They like it, but they don't know what to do with it. I believe allowing students to work initially in small groups will develop in them a sense of shared responsibility which can be gradually developed into individual responsibility.

5. Students need to become more involved in the actual planning of the program. Although all students were invited, only one attended the planning sessions on a regular basis. If this can be accomplished, I believe it will result in less confusion and less negativism on the parts of the students.

6. Field trips, simulation games and other non-traditional learning situations appeared to produce greater interest and greater learning on the parts of the students. These non-traditional methods need to be explored and encouraged.

7. Better coordination on the part of staff members is needed. Definite policies need to be established, so that frequent changes will not be made and students will not become confused by them.

8. Tests from my perspective served very little useful purpose. I believe they encouraged students to view the course from a grade-oriented, cram-

facts-for-the-test perspective rather than viewing it as an opportunity for them to explore and to learn something which was meaningful for them. If tests are utilized in the future, I suggest that they be made at least in part by the students themselves.

Although many of these comments are negative, I positively believe in the basic objectives of the course. I believe the staff has gained considerable adaptability during the past two years and can correct many of the errors which have been made.

B. Daniel W. Soule - Project Teacher and Project Director.

1. The following comments are based upon personal observations and my recollections of student observations. The reports of outside observers, the comments of Mrs. Jennewein, and the remarks of students cited elsewhere in this report pretty well cover the areas of personal observations. Therefore, my comments will be brief and contain only those I believe are unique and/or important.

a. The staff, visitors, guests, consultants, observers, and most of all the students, I believe, do agree that the basic ideas of the

program are valid and important to implement.

b. The students have had twelve years of traditional classroom experiences and training before they enter this program and it is difficult for them if not impossible to accept responsibility for their own learning without careful and gradual guidance.

c. At the same time, they are hindered in this pursuit by the attitudes and mechanics of their experience. Their experience in the program is but one class period each day. Both the attempt to provide a common minimal content and the size of the classes caused the teachers to modify their attempts to change their roles and hindered the students in their attempts at role change.

d. Thus, a breakdown in basic understanding and communication led to problems of varying degree. These ranged from confusion and frustration to mistrust and antagonism.

e. The students need to be involved in the decisions and planning of the program. This would help them understand the complexity of the educational process, this program, and their part in it.

f. There has been progress made toward meeting the course objectives even though

there have been problems in the mechanics of the program. There has also been some growth on the part of students and teachers in becoming partners in the learning experience. There has been evidenced greater tolerance of other people and ideas. There has been a more meaningful interaction among people in the program. There has been successful individualizing of students' learning. There has been a greater understanding of the total cultural picture. Thus, at the end of two years, I can say that there is on the part of many at Orono High a greater understanding and appreciation of what it is that makes up the American heritage and some real meaningful answers to the question "What is an American?" have been found.

2. One of the stated objectives of the program was in the area of dissemination (objective D-1, 2, 3). The three areas of dissemination activity referred to in the objective were the school, the community, and other school systems. The following is a list of the dissemination activities and/or results of those activities.

a. The program has been the point of formal and informal discussion with members of the

Administration, the English Department, the Math and Science Departments, and the Commercial Department.

b. Next year there will be in the curriculum a Humanities course for all Freshmen. It will be developed thematically as well as chronologically. It will be taught by Mr. Richard Walker of the Social Studies Department and Mrs. Nancy Gilles of the English Department. It will contain, in addition to the social sciences and literature, elements of art and music.

c. Members of the staff have been invited to speak at University of Maine classes four times for the last year.

d. Members of the staff have spoken to a community group over the past year.

e. During the fall at the University of Maine, Orono, and again in the spring at the University of Maine, Gorham, the project participated along with other Title III projects in the exposition "Changing the Scene."

f. Directly or indirectly from that activity, the project has received one hundred and twelve requests for information in addition to the material dispensed at the Expoeition.

g. The program has received five unsolicited requests for visitations and has been visited in the past year by a total of ten teachers or future teachers.

h. A request for information and assistance was made of the Project Director by Mr. Terrence McCabe of Augusta. Hopefully the outcome of our meeting and his efforts will be a social studies program of an individualized nature.

Although it cannot be said the full measure of these objectives dealing with dissemination have been met, there has been a good deal of progress in this area.

IX. Conclusions and Recommendations.

Conclusions: In order to arrive at a final overall appraisal of the program, it is necessary to ascertain the degree of fulfillment for each objective. Therefore, the measurement of the relative successes of Project Pride must proceed with an examination of the evaluative state merits indicated above as they pertain to the individual objectives of the program. For a formal definition of objectives and the instrumentation utilized in evaluating them, see Section II of this report. The one standardized instrument used in the evaluation design, the Watson-Glaser (CTA), although not directly related to a number of the objectives, does tap processes essential to achieving specific Project Pride objectives.

A. Objective A1: By the end of the course the student will be able to discuss and analyze, both orally and in writing, the diversity and interrelationship of the elements which make up a culture.

1. Affirmative statements:

a. This objective was effectively achieved when measured by comparative random samples of students by units. These samples seemed to indicate an increased sense of individual responsibility in the learning process.

b. The same standard of evaluation also suggested that students had exhibited greater diversity and flexibility in the learning process.

c. This objective was also met in terms of evidence gathered from student questionnaires. The data from this instrument revealed an increased understanding of and developing positive attitude towards the American Studies approach.

d. Further evidence from the questionnaires indicated that a significant shift in preference from a traditional history and government orientation to the American Studies approach took place.

2. Negative statements:

a. The September (pretest) and May (post-test) testings of the CTA were statistically significant, but in a negative direction. That is, the pre-test mean was higher than the post-test mean, significant at the .05 level. However, both means were within the normative range for eleventh graders.

b. Pre-post test results indicated a less than satisfactory display of comprehension of conceptualized material and a marked in-

capability to express subjective American Studies concepts.

B. Objectives A2: By the end of the course the student will demonstrate an appreciation of the multi-disciplinary, inter-disciplinary approach to human problems. He will be able to develop and defend the approach, as compared to a traditional one, as he uses it in a new context, different from a class exercise.

1. Affirmative statements:

a. A majority of students expressed positive attitudes toward the departure from the usual chronological handling of U.S. History.

b. The program provided a great variety of materials and resources.

c. The program has provided a multi-disciplinary, inter-disciplinary approach to the study of the American heritage.

d. The students did express an understanding of the complexity of human affairs and problems. This was particularly evident in their conduct and statement of field trips.

e. The increase on the part of students in numbers of resources and reporting methods of a multi-disciplinary nature.throughout the year indicated an awareness, if not a complete ability to deal with the new approach.

2. Negative statements:

a. Outside observers noted that the students did not exhibit a significant departure from traditional approaches toward history, though they did utilize a wider selection of inter-disciplinary resources.

b. There was an observed absence of emphasis in classroom and individual units of study on process of inquiry. Thus, while there was a multi-disciplinary, inter-disciplinary synthesis and presentation of material, the new tool was <u>not</u> introduced and utilized as evidence to test ideas.

c. The majority of teachers' and guests' presentations observed were lectures. This tended to be identified by students as the worst of traditional teaching (even though the students recognized that some meaningful information was therein contained), and as such "turned them off."

d. The individualized nature of the units of study in the first semester tended to make the learning "private" and did not allow a sharing of experience.

C. Objective A3: By the end of the course, the student will recognize the reciprocal relationship between the humanities and the social sciences in

the context of a culture. He will be able to deduce at least three effects of cultural tradition on a socio-economic-political structure and he will be able to defend his hypothesis with reference to the present American situation.

1. Affirmative statements:

   a. Pre-post-test results indicated a consistent increase in American Studies content comprehension despite the fact post-test scores were below anticipated performance.

   b. Random sample evaluation of resource use showed a significant increase in variety of resource utilized as well as a corresponding increase in diversity of methods employed.

   c. Student questionnaires also supported the attainment of this objective with evidence of an increase in understanding of the use of American Studies resources and methods.

   d. The program has provided a multi-disciplinary, inter-disciplinary approach to the study of the American heritage.

   e. The program provided a great variety of materials and resources.

2. Negative statements:

   a. The objective conceptualization section

of the pre-post tests evidenced no appreciable increase in student ability to correlate and use American Studies methods and resources.

b. In addition, a sizable minority voiced the opinion on questionnaires that they had not gained anything from the American Studies approach.

c. There was anobserved absence of emphasis in classroom and individual units of study on process of inquiry. Thus, while there was a multi-disciplinary, inter-disciplinary synthesis and presentation of material, the new tool was <u>not</u> introduced and utilized as evidence to test ideas.

d. The program did not utilize its resources as well as it might have.

e. The "new" approach (program) was difficult for many students to deal with because:

1.) They were unprepared with the skills of reading, thinking, and expression to deal with an individualized situation.

2.) They were unable or unwilling to deal with the new experience.

3.) There may not have been enough teacher guidance.

4.) They were indifferent to this program or any education.

D. Objective A4: By the end of the course, the student will develop a tolerance of other people's ideas and opinions because of increased understanding, knowledge and the process of dealing with "open-ended" auestions. This development will be demonstrated by a significant positive change in a pre-test-post-test evaluation.

1. Affirmative statements:

a. The process of learning was clearly a developing one for the students who applied themselves. This was particularly true in terms of the gradual development of unit presentations and class participation in the learning process.

b. Random samples indicated that the understanding process also facilitated in the exhibition of greater individual responsibility.

c. Moreover, questionnaire data revealed a sharp reversal in student attitude toward the study of history and the use of American Studies methods from overwhelmingly negative to primarily positive.

d. In the completion of the simulation game, many students were able to express an understanding of tolerance by means of

effective compromise.

e. In the small group activities at the end of the year both students and teachers expressed a positive attitude toward "open-ended" discussions and interaction.

2. Negative statements:

a. Though an increased preference for American Studies methodology was recorded, a disturbing lack of voluntary involvement in the program was also the experience of many students.

b. The statistically significant decrease in mean scores for the CTA indicated negative attitudinal set toward formalized evaluation procedures.

c. The new approach (program) was difficult for many students to deal with because:

1.) They were unprepared with the skills of reading, thinking, and expression to deal with an individualized situation.

2.) They were unable or unwilling to deal with the new experience.

3.) There may not have been enough teacher guidance.

4.) They were indifferent to this program or any education.

d. In the first semester, there was confusion and frustration on the part of students because of the fact that their individual units of study and the teachers' presentations did not coincide.

e. In the first semester, the students were frustrated and confused because their role in the program was not clear to them.

E. Objective B1: By the end of the course the student will assume responsibility for his own learning as he initiates, plans, directs and evaluates at least one learning experience by himself. With the teacher as a motivating resource consultant, the student will show a significant increase on a self-concept attitude inventory toward self-direction, responsibility, initiative, etc.

1. Affirmative statements:

a. Random samples showed that the average student was able over the course of the year to take more responsibility for his own learning.

b. Questionnaire data also disclosed a significant shift in preference from non-individual to individual learning experiences.

c. Equally evident from this evaluative instrument was a correlated preference of

individualized study as a result of exposure to the American Studies mode of learning.

d. Subjective evaluations of the program also stressed this aspect of student behavior, noting a marked tendency toward individualized learning and individual responsibility.

f. A majority of students expressed positive attitudes toward the departure from the usual chronological handling of U.S. History.

2. Negative statements:

a. Although both pre-and post-test means were within the normative range for eleventh graders, the statistically significant decrease in mean scores indicated intolerance toward the formalized evaluation procedures of Project Pride.

b. The majority of teachers' and guests' presentations observed were lectures. This tended to be identified by students as the worst of traditional teaching (even though the students recognized that some meaningful information was therein contained), and as such "turned them off."

c. The "new" program was difficult for many students to deal with because:

1.) They were unprepared with the skills of reading, thinking and expression to deal with an individualized situation.

2.) They were unable or unwilling to deal with the new experience.

3.) There may not have been enough teacher guidance.

4.) They were indifferent to this program or any education.

d. There were many instances of students' statements against the program because of unfavorable comments from the previous year.

e. There seemed to be an unwillingness and an inability on the part of students to accept responsibility for their own learning. This may be because of a further need of careful and gradual guidance because of the years of traditional training.

F. Objective C1: By the end of the course the student will develop an awareness of group and interpersonal relations. Through untilization of the small group he will establish and complete a group selected learning experience. This development will be exhibited by the group identification of a problem, suggestion of alternative solutions, and the selection of the procedure necessary to solve it.

1. Affirmative statements:

   a. As unit presentations changed from single-group to small group experiences, a pronounced change in student interpersonal relationships was noted. Especially notable was the evaluation of group planning and working on specific aspects of the unit.

   b. Student questionnaires also revealed a sharp increase in preference for small class situations, a response which apparently reflects student satisfaction with such a mode of learning.

   c. The number of students who expressed in a final random sample survey a desire for more small class experience was twice that registered at the beginning of the year, thus signifying a preference for more interpersonal relations as in a small group.

   d. A major problem during most of the year was the large group. This made teacher-student interaction extremely difficult, if not impossible. While the smaller group may have encouraged some students to lie back and ride along on the efforts of others, overall the small group was the most successful means we utilized for meeting the objectives of the course.

Group interaction was required, and through this interaction students gained a broader and more inter-disciplinary view of those topics being studied. Furthermore, the teacher found it easy to step out of his traditional role in this situation.

e. The planning, executing, and evaluating of activity such as the field trips by small groups indicate partial fulfillment of this objective.

2. Negative statements:

a. The majority of teachers' and guests' presentations observed were lectures. This tended to be identified by students as the worst of traditional teaching (even though the students recognized that some meaningful information was therein contained), and as such "turned them off."

b. The individualized nature of the units of study in the first semester tended to make the learning "private" and did not allow a sharing of the experience.

c. The students have had twelve years of traditional classroom experiences and training before they enter this program and it is difficult for them if not impossible to accept

responsibility for their own learning without careful and gradual guidance. At the same time, they are hindered in this pursuit by the attitudes and mechanics of their experience. Their experience in the program is but one class period each day. The attempt to give certain common minimal content, the size of the classes, and other such things, caused the teachers to modify their attempts to change their roles and thus, also hindered the students in their attempts at role change.

d. Thus, a breakdown in basic understanding and communication led to problems of varying degree. These ranged from confusion and frustration to mistrust and antagonism.

e. A significant number of students expressed the opinion in a random sample survey that the program was extremely confusing. Part of this confusion undoubtedly arose from the shift to small class units and the demand for interaction, to which they could not adjust.

G. Objective C2: During the course the teacher will relearn his role and will assume responsibility for motivating and consulting as a catalytic

resource agent to the student in a non-directive environment focused on the individual students and their interests. Teachers will be held accountable for the same objectives as the student and will be able verbally to demonstrate and support with at least one specific example for each student how learning has been individualized and based on the student's interests. The teachers will show a significant shift from a traditional role to that of a learning facilitator on an appropriate classroom evaluation instrument.

1. Affirmative statements:

   a. The role of the teacher underwent a radical shift from the traditional function of presentation and instruction to resource assistance and learning facilitator. This transition was recognized by outside observers as well as by the staff themselves.

   b. Judging from the acknowledged change of student preference from large class to small group and individual efforts, there was an implied change in teacher-student relationships which facilitated this transition.

   c. One may also conclude, based upon the fact of increased student usage of a wider variety of resources, that teachers did

achieve this objective.

2. Negative statements:

a. The majority of teachers' and guests' presentations observed were lectures. This tended to be identified by students as the worst of traditional teaching (even though the students recognized that some meaningful information was therein contained), and as such "turned them off."

b. The new approach (program) was difficult for many students to deal with because:

1.) They were unprepared with the skills of reading, thinking, and expression to deal with an individualized situation.

2.) They were unable or unwilling to deal with the new experience.

3.) There may not have been enough teacher guidance.

4.) They were indifferent to this program or any education.

c. Students need to become more involved in the actual planning of the program. Although all students were invited, only one attended the planning sessions on a regular basis. If this can be accomplished, I believe it will result in less confusion and less negativism on the parts of the

students.

d. The students have had twelve years of traditional classroom experience and training before they enter this program and it is difficult for them if not impossible to accept responsibility for their own learning without careful and gradual guidance. At the same time, they are hindered in this pursuit by the attitudes and mechanics of their experience. Their experience in the program is but one class period each day. The attempt to give certain common minimal content, the size of the classes, and other such things, caused the teachers to modify their attempts to change their roles and thus also hindered the students in their attempts at role change.

e. It was also noted by one observer that part-time staff members, while their rapport and ability in general was more than sufficient, frequently failed to grasp fully the purpose and methodology of American Studies.

f. A problem cited by observers and staff alike which was related to the teacher's role, was the devising and administration of tests. In this respect it would appear that teachers experienced some difficulty in

moving from the traditional testing for knowledge system to the more individualized American Studies unit approach.

H. Objective D1-2-3: Throughout the course, as a result of intra-school dissemination, the faculty of Orono High School will demonstrate an awareness of the validity of the inter-disciplinary, multi-disciplinary approach to learning. Success will be measured by the proposal and/or adoption of at least one similar program in the school during the school years 1971-72 and 1972-73.

Throughout the course the community will demonstrate an awareness of the progress of the project and the nature of the inter-disciplinary, multi-disciplinary approach to learning. Information will be disseminated through newsletters to parents and community leaders and through the activities of the advisory committee. Success will be measured in the community visitation and participation in the program's activities. Follow-up questionnaires to visitors for descriptions of observations will be made part of the project evaluation.

Throughout the course other school systems will demonstrate an awareness of the project and the nature of the inter-disciplinary, multi-disciplinary approach to learning. Through the

activities of the advisory committee and the project staff releases to the news media, a descriptive booklet, and other appropriate materials will be disseminated. Success will be measured by the visitations from and following questionnaires to representatives of other school systems.

1. Affirmative statements:

   a. The program has been the point of formal and informal discussion with members of the Administration, the English Department, the Math and Science Departments, and the Commercial Department.

   b. Next year there will be in the curriculum a Humanities course for all Freshmen. It will be developed thematically as well as chronologically. It will be taught by Mr. Richard Walker of the Social Studies Department and Mrs. Nancy Gilles of the English Department. It will contain, in addition to the social sciences and literature, elements of art and music.

   c. Members of the staff have been invited to speak at University of Maine classes four times for the last year.

   d. Members of the staff have spoken to a community group over the past year.

e. During the fall at the University of Maine, Orono, and again in the spring at the Universityof Maine, Gorham, the project participated along with other Title III projects in the exposition "Changing the Scene."

f. Directly or indirectly from that activity, the project has received one hundred and twelve requests for information.

g. The program has received five unsolicited requests for visitations and been visited in the past year by a total of ten teachers or future teachers.

h. A request for information and assistance was made of the Project Director by Mr. Terrence McCabe of Augusta. Hopefully the outcome of our meeting and his efforts will be a social studies program of an individualized nature.

2. Negative statements:

a. The program did not have a plan for dissemination.

b. There was an absence of effective dissemination to other members of the faculty other than those of the Social Studies and English Departments.

c. The community as a whole is not really aware or has misconceptions as to the nature of the program.

Recommendations:

1. Flexibility is considered a positive strength of the program; however, changes made and rationale for change must be fully understood by students and staff.
2. A clear distinction must be made between individualized instruction and license (absence of responsibility).
3. Orientation to the mechanics of the program and methodology of American Studies would be pitched to the levels at which the students are prepared to comprehend.
4. Active involvement of students should be sought by faculty from the first day of the program.
5. Students must be involved in the decision-making process at all levels over the course of the program.
6. The program goals should be shortened and each devoted to one measurable behavioral objective.
7. Instruments used for evaluation of the program should be fewer in number and provide more open-ended responses.
8. The Watson-Glaser Critical Thinking Appraisal should be used for the third and last year of the federally funded Project Pride.
9. Greater use of non-literary resources by students and faculty should be achieved.
10. There needs to be a greater involvement of the community

as a learning resource.

11. There needs to be a dissemination plan devised and effort made on the part of the staff to disseminate the objectives and methodology of the program particularly to other members of the school faculty and in the community.